

Unit 5/Lesson 27

Lesson Title: Lewis and Clark: The Louisiana Purchase

Short Term Goals:

The students will identify new vocabulary, read a passage about the Louisiana Purchase, and answer comprehension questions.

SLE's:

G.1.3.3 Discuss the characteristics that define a region

G.1.3.4 Identify on which continent and in which hemispheres the United States is located

G.1.3.11 Explain the purpose of a physical map

G.1.3.12 Utilize the map legend/key to interpret physical maps

H.6.3.8 Compare artifacts from events in various periods of history

H.6.3.15 Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads)

H.6.3.17 Identify the factors leading to the purchase of Louisiana (ex. Conflict among Spain, France, the United States over the Mississippi River)

H.6.3.18 Recognize that Arkansas was part of the Louisiana Purchase (ex. Conflict between Native Americans and settlers due to westward expansion)

Common Core Standards:

CCRI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCRI.3.2 Determine the main idea of a text; recount the key details, and explain how they support the main idea.

CCRI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCRI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCRI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCRI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CCW.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCW.3.1b Provide reasons that support the opinion.

CCW.3.1c Use linking words and phrases to connect opinion and reasons.

CCW.3.1d Provide a concluding statement or section.

CCW.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCW.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

CCRI.3.7 Conduct short research projects that build knowledge about a topic.

CCSL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSL.3.1d Explain ideas and understanding in light of the discussion.

CCSL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

CCSL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Short Term Goal: Investigate why people are motivated to explore new worlds and how it impacts our society.

Materials:

Reading Selection: *The Louisiana Purchase*

Vocabulary Cards

Vocabulary Quiz

Comprehension Quiz

Questions for planning the letter (Included at the end of the lesson)

Letter graphic organizer (Included at the end of the lesson)

Internet Resources:

<https://www.youtube.com/watch?v=GfUJjWo6eO4> Schoolhouse Rock Elbow Room

<https://www.youtube.com/watch?v=8eqGmM6ze2s> Lewis and Clark RAP

<http://www.monticello.org/site/jefferson/louisiana-purchase> History Behind the Purchase

Vocabulary List:

They can be found in the reading selection in bold print.

Colonies advised, boundaries, capital, Caribbean, citizens, Congress, Constitution, contributions, elected, empire, expedition, exported, federal, independence, mansion, military, navigate, negotiate, plantations, port, possession, profitable, ratify, retreat, rumors, surplus, transport, treaty, variety

Direct Explanation/Model:

What: The students will define new vocabulary, read the selection about the Louisiana Purchase, discuss the main idea, and supporting details that help in comprehension (CLLG page 90). They will identify the graphic features that help understand the map included in the selection.

Why: Students need to understand that identifying the main idea and details, understanding graphic features helps to understand what is read.

How: The students will define vocabulary, read and identify the main idea and supporting details that support the idea that the Louisiana purchase was one of Thomas Jefferson's greatest contributions to the United States.

Guided Practice:

The students will work with a partner to identify vocabulary using one of the vocabulary building activities such as a 4-Square or web

The students will read the passage, *The Louisiana Purchase*, and create a chart to show the main idea and details of the last page/subheading The Louisiana Purchase.

Main Idea	The Louisiana Purchase was one of Thomas Jefferson's greatest contribution.
Detail	Napolean Bonaparte offered to sell Louisiana territory to the United States.
Detail	885,000 square miles sold for 15 million dollars, or about 4 cents an acre
Detail	It opened a way for Americans to travel west.

Assessment/Evaluation:

Today, almost everyone agrees that the purchase was a good deal for the United States. There were, however many men in Congress who disagreed with President Jefferson's desire to purchase the Louisiana territory.

The students will write persuasive letters to President Jefferson. In a persuasive letter the writer tries to convince someone to do things his/her way. In their persuasive letter they will try to convince President Jefferson not to buy the Louisiana territory.

Make sure the letter includes:

HEADING: Write your school name on the first line, your school address on the second line, and today's date on the third line.

GREETING: This is where you write the name of the person to whom you are writing. The greeting usually starts with Dear _____ and always ends with a comma.

BODY: This is where you write your letter. The first sentence of the letter is indented a few spaces.

CLOSING: This is where you end your letter. The closing should match the type of letter you are writing. If the letter is to someone you don't know very well, you might use Sincerely or Best Regards. If the letter is to a friend, you might use Your Friend or Love. The Closing always ends with a comma.

SIGNATURE: This is the official end to your letter when you sign your name. The Signature is always incursive.

- Before beginning your letter, organize your thoughts by answering the six questions on the next page.
- Write your rough draft on separate paper and have it edited.

QUESTIONS:

1. Describe who you are and why you're writing this letter.

2. Give one reason why the United States should not buy the Louisiana Territory. _____

3. Explain how the United States would benefit by staying small instead of doubling in size. _____

4. Describe to President Jefferson another way that the United States could ship products around the world without using the city of New Orleans. _____

5. Describe one other way that the United States could use the 15 million dollars instead of spending it to buy the Louisiana Territory. _____

6. Describe how you plan to end your letter. _____
